

GUIDANCE IN RELATION
TO LIFE ADJUSTMENT EDUCATION

by

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INTRODUCTION

Schools have undergone changes because of the economic and social demands of our society from their initiation to the present time. It is evident that the schools of today are not meeting the economic and social demands of the moment (36). The secondary educational system in particular has been severely criticized. A nation-wide movement is now under way to correct its major shortcomings.

The method being attempted is not wholly original. The life adjustment program is a new attack on an old problem--that of making education of greatest value to every American youth. The program involves many factors, but there are two aspects that stand-out: Integration and differentiation. That is, the school must integrate its program in order to insure coordination and relation of the total processes of perception, interpretation, and reaction leading to a normal, effective life. It also must recognize individual differences in order that the student may develop and express himself to the best of his own particular ability.

In order for the schools to meet these demands there must be an acceptance of the new educational philosophy--education must help the individual to fill all of his life roles. This is a tremendous order, and it is an order that has been given to the secondary schools. Life adjustment education probably will not cure all the ills of secondary education, but it appears to be a

definite, well-organized move on the problems confronting the schools.

DEFINITIONS

The definition of life adjustment education which is most generally accepted is (37): "Life adjustment education is designed to equip all American youth to live democratically with satisfaction to themselves and profit to society, as home members, workers, and citizens." It is concerned especially with a sizeable proportion of youth of high school age whose objectives for whole living are less well served by our schools than the objectives of preparation for either a skilled occupation or higher education.

"Education for Whole Living", is a phrase often used in conjunction with life adjustment education. This refers to education for life in its entirety, and not just vocational or college preparatory education. Whole living includes understanding the maturing body, getting along with the opposite sex, settling on a philosophy of life, obtaining group approval, getting started as a worker, and access to cultural opportunities.

Guidance is based upon the fact that human beings need help (20). It is designed to assist a person to decide where he wants to go, what he wants to do, and how he can best accomplish his purpose. The focus of guidance is always the individual, not the problem. It solves no problems for the individual, but helps him

to solve them. It may be said that all education is guidance, but in the sense that it is thought of here, it is helping the individual to see and understand himself. Guidance, then, is essential to the success of any school program aimed at helping the student to fill his life roles. It is only after guidance studies have determined the needs and the problems of the individual that the differentiating aspect of life adjustment education can be worked upon.

Vocational education refers to the experiences that enable one to carry on successfully a socially useful occupation (31). Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career.

"Core of Common Learnings," is another phrase used in conjunction with life adjustment education. It refers to the subjects, or fields, that are of vital interest to all youth and that should be the core of any secondary school curriculum. It includes the areas necessary to prepare for whole living: health education, citizenship, worthy home membership, command of the fundamental processes, wise use of leisure time, and the formation of a code for ethical living.

IMPORTANCE AND NEED

Most of the leading educators are in agreement that a major part of the weakness of the secondary school program in meeting the needs of all youth seems to lie in the curriculum. Dr. Harl A. Douglas (37), a member of the national commission, sums it up as follows:

In the majority of the secondary schools of the United States there are two types of curricula--(1) A supposedly college preparatory curriculum and (2) One or more specifically vocational curricula, such as the stenographic, the agricultural and the auto mechanics. In this dual type of curriculum offering and organization there have always been two serious and fundamental weaknesses: (1) less than 20% of all who enter high school go to college and less than 20% go into the occupations for which specific skill training can be given in high schools, and (2) the vocational (college preparatory is pre-vocational) objective is only one of at least five fundamentally important objectives of education. Citizenship, mental and physical health, enjoyment of life about us, and home living are equally important objectives as yet sadly neglected in at least two-thirds of secondary schools.

In an increasing number of schools there is a third type of curriculum which is usually nothing more than provision for a large number of electives. It has become increasingly obvious that the objectives of education are not well served by the prevailing curriculum organization and content. A high school diploma is no guarantee that its holder has made material progress towards more than a few of the major objectives of secondary education.

The American Technical Society (8) states:

Most boys and girls are headed for jobs that require little training. These youth need and want an invigorated general education that relates to their everyday lives. So, as a matter of fact, do the youth who are bound for college or for the skilled trades. For tomorrow all youth, however they earn their bread, will be struggling against the social, economic, and emotional tensions that headline modern life.

All youth need instruction in human relations, civic obligations, consumer education, work experience, physical

and emotional health, and international affairs. Such studies help smooth the continuing perplexities adults face in trying to be effective workers, consumers, citizens and parents. Such studies face up the demands made of all individuals who would live whole and significant lives.

Today the traditional curriculum of specialized courses offers thin and unsatisfying fare. It must be reinforced. And for some 60% of your youth, those who would stand to benefit most from a general education, the traditional curriculum is far below subsistence level.

In 1946, five regional meetings, sponsored by the U. S. Office of Education were called to consider the Prosser Resolution and its implications. The conferences were held at New York, Chicago, Birmingham, Cheyenne, and San Francisco. The philosophy characterizing the Prosser Resolution was hailed as sound and its implementation vigorously called for. It was the consensus of those participating in the regional conferences (37):

1. That secondary education today is failing to provide adequately and properly for the life adjustment of perhaps a major fraction of the persons of secondary school age.

2. That public opinion can be created to support the movement to provide appropriate life adjustment education for these youth.

3. That the solution is to be found in the provision of educational experiences based on the diverse individual needs of youth of secondary school age.

4. That a broadened viewpoint and a genuine desire to serve all youth is needed on the part of teachers and those who plan the curricula of teacher training institutions.

5. That local resources must be utilized in every community to a degree as yet achieved only in a few places.

6. That functional experiences in the areas of practical arts, home and family life, health and physical fitness, and civic competence are basic in any program designed to meet the needs of youth today.

7. That a supervised program of work experience is a must for the youth with whom the Prosser Resolution is concerned.

8. That one of the principal barriers to the achievement of the ideals of the Prosser Resolution is the multiplicity of small, understaffed, and underfinanced school districts in this nation.

9. That an intimate, comprehensive, and continuous program of guidance and pupil personnel services must constitute the basis on which any efforts to provide life adjustment education must rest.

The groundwork laid at these five conferences made possible the accomplishments of the National Conference, but more than that they proved that vocational educators and those in the field of general secondary education both recognized the need and worked together in making significant contributions.

The fact remains that over the nation fifty-five percent of every one hundred youngsters fail for some reason to be graduated from high school (37). This statement often seems impossible, but a survey in Indianapolis found that the national figures were approximated in that city. Few schools actually know what their holding power is. This is a needed type of study to determine the characteristics of the boys and girls who drop out of school.

HISTORY OF THE LIFE ADJUSTMENT MOVEMENT

For many years leading educators had recognized the shortcomings of our secondary school program. There had long been the feeling that the curriculum was of too little interest to too many of the youth of our schools. This was recognized by both general and vocational educators; however until 1945, there had been no unified effort to do anything about adopting a new philosophy of education, of translating ideas into action.

The life adjustment program really started (2) when about one hundred and fifty vocational workers spent one and one-half years in producing a volume called "Vocational Education in the Years Ahead." As they worked on its preparation they kept coming across the fact that the vocational program, however good it may be, missed the majority of boys and girls in the schools, and the ones it missed were those who needed it most. At a meeting of the American Vocational Association in St. Louis in 1945, discussions turned to the educational needs of the approximately sixty percent of high school students who would neither go to college nor into occupations for which specific vocational training is given in high school. C. A. Prosser, in summarizing the conference on June 1, 1945, introduced a now famous resolution which was unanimously adopted (2). Later, the committee rewrote the resolution and eliminated the twenty percent and sixty percent figures, because while they were the approximate truth, they were hard to defend.

This historic document, known as the Prosser Resolution, laid the foundations for life adjustment education:

The Prosser Resolution (2):

It is the belief of this conference that, with the aid of this report in final form, schools will be able better to prepare for entrance upon desirable skilled occupations those youth who by interest and aptitude can profit from such training.

We believe that the high school will continue to improve its offerings for those youth who are preparing to enter college. In the United States the people have adopted the ideal of secondary education for all youth.

As this ideal is approached, the high school is called upon to serve an increasing number of youth for whom college preparation or training for skilled occupations is neither feasible nor appropriate.

The practical problems connected with the provision of a suitable educational program for this increasing number are so great and the schools to date have had, comparatively, so little experience in this enterprise that the problem merits cooperative study and action by leaders in all aspects of secondary education.

We believe that secondary school administrators and teachers, and vocational education leaders should work together to the end that the number of attempts being made in secondary schools to meet this need will be greatly increased and to the end that the pronouncements made in recent years by various educational groups which are suggestive of needed curriculum patterns will receive increased study and implementation.

At the conclusion of the Prosser Resolution Committee work, Dr. John Studebaker, then Commissioner of Education, was requested to call together for conference workers in general education and vocational education to formulate a program for all American youth.

Five regional conferences were held in 1946; they served their purposes well, and laid the foundation for the National

Conference which was held in Chicago, on May 8, 1947. Representatives from forty-seven of the forty-eight states were present. At this national conference plans were drawn for carrying the idea to the school people and lay people of the nation. The U. S. Office of Education was petitioned to set up a "National Commission of Life Adjustment Education for Youth." The U. S. Commissioner of Education proceeded without delay to form the national commission with representation from nine organizations: American Association of Junior Colleges, American Association of School Administrators, National Association of State High School Supervisors and Directors of Secondary Education, National Association of Secondary School Principals, National Association of State Directors of Vocational Education, National Catholic Welfare Conference, Department of Education, National Council of Chief State School Officers, National Education Association.

Dr. J. Dan Hull, U. S. Office of Education, is secretary of the National Commission. The National Commission has held several meetings, at one of which representatives of about thirty lay organizations were invited to participate. The commission is operating on the national level in the same way it is asking others to proceed on the state and local level. Numerous workshops and conferences have been held in an effort to "Grow the Program" as it goes along.

The members of the national commission have agreed to work only through chief state school officials. Each state department of education has been asked by the national commission on life

adjustment education for youth to appoint or designate a state committee. About a dozen states have either set up committees or are in the process of forming them.

The Kansas Commission on Life Adjustment Education for Youth was formed in March, 1949. Superintendent Adel Throckmorton (36) announced the appointment of a sixteen member Kansas Commission on Life Adjustment Education consisting of:

Victor A. Klotz, Coffeyville, Chairman
 Dr. W. A. Black, KSTC, Pittsburg
 Dean L. B. Sipple, Wichita University
 Dr. E. K. Lindquist, Bethany College
 James K. Hitt, University of Kansas
 Mrs. Orville Burtis, Manhattan
 Ray D. Hodgell, Topeka
 C. M. Miller, Topeka
 H. I. Bruning, Emporia
 George Wedelin, Stafford
 Milo Stuckey, Buhler
 Mrs. F. C. Barber, Concordia

A. Thornton Edwards, Manhattan

J. E. Needham, Girard
 Miss Mae Pever, Liberal

Miss Ursula Henley, Department of
 Education, Topeka

Representing
 First Class Cities
 Five State Colleges
 Municipal Universities
 Private Colleges
 College Registrars
 State Board of Education
 State Board of Education
 Vocational Education
 Second Class Cities
 Third Class Cities
 Rural High Schools
 Congress of Parents
 and Teachers
 Association of
 School Boards
 County Superintendents
 Kansas State Teachers
 Association
 Executive Secretary

This Commission held its first meeting on April 20, 1949.

The seven state and municipal universities and colleges have agreed to provide consultants to schools whose applications have been accepted and who wish guidance and direction in their project. Insofar as their budgets will permit, the colleges will furnish this expert help at no cost to the requesting school. The consultants will have attended at least one workshop on Life Adjustment and will be adequately prepared to offer advice, assist

the school in developing forms for surveys, and make recommendations for the solution of the problems. The seven consultants are:

Dr. H. Leigh Baker, Kansas State College, Manhattan
Dr. W. A. Black, Kansas State Teachers College, Pittsburg
Miss Maude McMinder, Fort Hays Kansas State College
Dr. Earl K. Hillbrand, Washburn Municipal University
Dr. George B. Smith, University of Kansas, Lawrence
Dean L. B. Sipple, Wichita University
Dr. Ray C. Maul, Kansas State Teachers College, Emporia

GUIDING PRINCIPLES

The life adjustment program is not proposed to change the fundamentals of secondary education, but to change its direction. Before embarking on the life adjustment program a system should be set up for amassing information about the students, community, school personnel, and physical facilities. Programs will necessarily vary in different communities but there are some common learnings essential for all.

Life adjustment education is focused upon education for family life, consumer education, citizenship, good work habits, and creative use of leisure time. Related to these five major categories are the problems common to all high school youth, such as developing an effective personality, living healthfully and safely, managing personal finances wisely, getting along with the opposite sex, obtaining group approval, and settling on a philosophy of life.

There are seven guiding principles (37) which are considered significant for the accomplishment of the objectives of life adjustment education:

1. The supreme test of life adjustment education should be in terms of individual development identified by accurate knowledge of each individual pupil's characteristics, his purposes, and those of society.
2. The schools developing life adjustment education must seek to enroll, retain, and meet the needs of all normal ado-

lescents who are not yet ready for future steps, such as fulltime participation in safe and gainful occupations or for further formal education.

3. Learning experiences required of all should be selected and planned in terms of common recurring problems of living faced by all people, rather than those of college entrance requirements or other specialized needs of the relative few.

4. The emphasis must be upon direct pupil-teacher planning, sharing and participation in real life experience while seeking solutions to individual, social and civic problems. There must be integration along with differentiation.

5. The administrators in schools which stress life adjustment education must organize and administer through the active participation of the pupils, parents, and teachers, as well as of organized civic, lay, industrial and business groups.

6. Records and data should be used in counseling with pupils and parents, improving instruction, developing all desirable latent qualities of pupils, individual self-approval, placement, and as basic material for continuing curriculum evolution.

7. Life adjustment education programs should be evaluated in terms of desirable changes in pupil behavior rather than in terms of the mastering of abstract concepts in logically organized subject matter courses.

EXAMPLES OF WHAT SOME SCHOOLS ARE DOING

In many schools work toward a program for life adjustment education is underway. This work, in most of these schools, is in a formulative stage. Schools are working out a tentative philosophy of education, and setting up objectives to be achieved. Three examples are cited of schools that have formulated statements of philosophy and objectives and are setting up educational programs to carry out the aims of life adjustment education.

Wichita High School East (21). General statement of philosophy of the school:

Wichita High School East is committed to the proposition that public education should provide an equal opportunity for all young people of secondary school age. This requires the school to insure every young person the skills and learnings which will enable him to become a mature adult in a complex and changing world. It considers that the major purposes of education are (1) the cultivation of wholesome personal living, (2) the development of social awareness and effective participation in group life, (3) the preparation for making a living, (4) the development of a set of values for the individual as a personality who can make worthy contributions to the economic, cultural, and spiritual life of a community in a free society.

Objectives of the educational program:

1. Effective thinking.
2. Communication.
3. Social understandings and participation in group life.
4. Physical and emotional health.
5. Family life.
6. Preparation for vocational competence.
7. Personal interests and enjoyment.

The Manhattan Senior High School (21) has extensively developed a tentative philosophy of education for the school. It includes the following points (Appendix A), each of which is

elaborated on:

1. Purpose and nature of the school.
2. The school and the individual.
3. Significant points of view.
 - A. Fundamental concepts.
 - B. Curriculum.
 - C. Pupil activity program.
 - D. Library service.
 - E. Guidance.
 - F. Instruction.
 - G. Outcome.
 - H. Staff.
 - I. Plant.
 - J. Administration.

Manhattan High School has made beginnings in many significant activities, some of which are listed below:

1. A functioning guidance program.
2. A statement of philosophy and objectives of the school.
3. Complete cooperation of the board of education in the life adjustment enterprise.
4. A series of faculty meetings and discussion periods on life adjustment education.
5. Participation in the activities study outlined by Dr. D. F. Showalter, Kansas State College, Manhattan, to help in understanding youth.
6. Small follow-up studies of drop-outs, and a plan for a more extensive one.
7. Study of what is being done in the area of family living.
8. A testing program under the guidance department, including reading interest inventory, and others.
9. A functioning work program in cafeteria, metal shop, secretarial practice, and surveys of occupations in the ninth grade.
10. A practical science course for those who cannot profit from the technical course in science.
11. An adult education program for a period of forty weeks during each school year.

12. Studies of graduates. It is proposed that this be made a continuous study.

West High School (16), Denver, Colorado, began in 1949 an attempt to build for life adjustment education.

West High School believes that a program should provide reasonable offerings for all kinds of young people. A major effort was placed on the general education course. After this general education job was done attention was given to changing the offerings in the various departments to cover further the needs of pupils and the objectives the school had adopted. After a year of discussions and planning by the total faculty, groups of faculty members attending workshops at Stanford and the University of Denver produced outlines and materials for grades nine and ten (Appendix B). These were tried out and during the next summer are to be revised. Grades eleven and twelve were worked on in the same manner.

Some schools have gone beyond the formulative stage and are translating educational theory into action. The action that the schools cited below are taking is not revolutionary, but it is a step forward in putting into practice the ideas of life adjustment education. It is interesting to note that small schools, as well as large schools, are actively taking part in the program. Five examples are given of schools that have taken active steps toward functional education.

1. East High School (14), Rockford, Illinois, has what might be called a school in the process of curriculum revision. Objectives of their over-all program have been general education, integration and guidance. Members of their staff have attended the Illinois Secondary-School Curriculum Program workshop, given the Basic Study, the Follow-up Study, and have a University of Illinois extension class for their faculty. They have sent out questionnaires to employers, teachers, pupils, and lay persons. As a result, (1) they have revised their modern problems; (2) introduced a sophomore unit on vocational planning, using functional English techniques; (3) developed the use of audio-visual aids in social studies rooms with particular emphasis on the use of the wire recorder; (4) introduced new techniques in Spanish with the use of records; (5) reorganized their work

in "repeater classes" in English; (6) introduced an experimental approach to American history by first examining problems raised by the class, and building the course around the study of these problems; (7) introduced an experimental approach in biology with problems based on questionnaires to parents and discussions with pupils, which has brought in a unit on family living, sex and marriage; (8) introduced a functional writing course in English, which led into letter writing to leaders in work with minority groups and thus into an understanding of race prejudice.

They are studying how to improve their holding power and are attacking their guidance work by coordinating all those who deal with the child: the classroom teacher, the homeroom teacher, the deans, the counselor, the nurse, the parents, and the visiting teacher. This team approach has led to (1) adjusting individual programs, (2) finding part-time jobs, (3) home visitation, and (4) arranging social contacts for students who seem to be lacking in such.

This attack on the problem by team has reduced their drop-outs from a high of fourteen percent to eight and nine-tenths percent in 1948-49. They have also given the Hidden Tuition Cost Study and the faculty has made recommendations to their board of education for the elimination of all fees; for the reduction of the cost of all parties, clubs, and tickets; and the furnishing of free towels for physical education.

A study of their evaluation services has been carried out through questionnaires to family members, graduates, lay persons, and students.

2. The Sedan, Kansas, High School (8) offers work experience for credit. Students taking typing and shorthand address envelopes and get out all mail for welfare organizations. Homemaking classes cook community dinners for farm groups. Boys in vocational agriculture work for farmers of the community. This illustrates that every small high school can do something toward making education fit into the roles that prepare youth for life.

3. The Springfield, Missouri, Senior High School (8) has a program in which every tenth grade student takes a two period course built around problems of world population, world political institutions, and all the major religions of the world. In the eleventh grade every student takes a similar course built around events in American history. In the twelfth grade every student takes a course in American problems including a unit in vocations and units in economic, social, and political problems.

4. The Concordia, Kansas, High School (21) conducted an occupational survey to determine employment opportunities for high school graduates in their city. The work was done during August, 1949. The personal interview was employed in making of the survey. Enough information was obtained from this survey to enable the school administration to undertake a revision of curriculum and administrative procedure to warrant going ahead with the experiment. New job opportunities that had not been known before were revealed by the survey, and several businessmen interviewed invited the researchers to return because of the possible opportunities that might develop later. The number and kinds of machines used in the business were also given. As a result of these investigations, the school authorities had the information about what and whom the business firms of Concordia might be expected to employ.

Acting upon principles suggested by the life adjustment program, the administrative and supervisory staff began a revision and adaptation of the business curriculum to meet the needs of high school students.

5. The Ellsworth, Kansas, High School (21) has added vocational education and expanded industrial arts, giving students a better opportunity for work experience. In co-operation with the chamber of commerce, all members of the senior class were placed in various offices and places of business for a three weeks period. Students worked during morning hours instead of attending classes and received credit for the work done downtown. This move received community approval and favorable comment in the local newspaper.

Some subject content has been altered without changing the title of the course. Driver education has been added with the approval of the community. More changes are contemplated, and some are now underway.

Before making a curriculum change, schools first need to study the problems of youth. Having determined the problems with which youth are confronted, the schools must examine their own offerings to determine if they are meeting the needs of youth. The following studies will help the schools determine the effectiveness of their program:

1. What percent of students of high school age are in high school?

2. How many drop out? Go on to college? Go to work? Go to homemaking?

3. How does the guidance program function in the school?

4. How good are the school programs in home and family life education, consumer education, citizenship training, health, and use of leisure time?

5. Does the school serve to produce better workers, better citizens, and better family members?

If these, and other studies, convince the school that it is not satisfying the needs of the students, the life adjustment program has something to offer. Every school can make some forward steps toward meeting the needs of youth just as the schools cited above have done.

DEVELOPMENT OF A PROGRAM FOR LIFE ADJUSTMENT EDUCATION

The process of developing a program for life adjustment education within any school must begin with the teachers of the school. The trend toward integration has made it necessary for teacher representatives to pool their respective resources and to engage in correlated or cooperative teaching. It is then the duty of the administrator to point their correlated efforts toward the aims of the life adjustment program for all youth.

As the American public high school is under the direct control of elected representatives of the local community, it is apparent that no practice of which the public is skeptical is likely to be sanctioned for very long. Therefore, it is being increasingly urged that the citizens of the community actively participate in certain phases of curriculum development, and that they be kept adequately informed of all developments.

All the while the program must be evaluated in terms of what it is actually doing towards helping the student satisfy his life roles. It must be remembered that haste is sometimes made by going slow.

Determination of Needs and Problems by Guidance Studies

Guidance is inherent in the process of education. Whenever and wherever three conditions existed there is guidance. These

conditions are the need for choosing between courses of action, the inability of the individual to choose wisely without help, and the possibility of help being given. The recognition of the fundamental importance of guidance has been hastened by the increasing realization of the fact of individual differences in abilities, interests, capacities, and by the waste in human life and energy as well as in the processes of production resulting from the wrong choice of vocation. The problem has always been to initiate a program of guidance that will make more efficient use of human endeavor, both for the individual and society.

It is not possible to lay down any definite plan for beginning a guidance program; conditions will vary with the school and the community. Many schools have found the evaluations conducted by the Cooperative Study of Secondary School Standards very effective in revealing pupil needs and problems, and in indicating weaknesses in the educational program as organized. Every plan for the initiation of a guidance program, however, should include a program of in-service training for every member of the school personnel: principal, counselor, teachers, and clerks. This should include suggested readings, faculty meetings, extension courses, visiting schools that have good guidance programs, and the collection of guidance materials of all kinds, arranged in such a way as to be helpful and stimulating and readily accessible for all.

There have been numerous suggestions as to the activities that should be carried on by a guidance program; almost all are in

agreement with the activities listed here:

1. Personal Inventory

A. To secure information about individuals by means of reports, records, tests and measurements, and personal interviews.

B. To record through the use of a cumulative record system information including:

1. School record
2. Tests and measurements
 - a. Intelligence
 - b. Achievements
 - c. Aptitudes
 - d. Interests
3. Social and economic background
4. Trait ratings
5. Occupational experiences
6. Recreational activities
7. Physical and health data
8. Other significant information

C. To interpret personal inventory data as a basis for counseling by utilizing and extending the cumulative record system.

2. Occupational Information

A. To secure information concerning local occupational requirements and opportunities.

B. To organize and prepare for presentation the information secured relative to local occupations.

3. Counseling

A. To assist the individual in the interpretation of his personal data.

B. To assist the individual in the identification of his major problems: vocational, educational, avocational, and personal.

C. To assist the individual in the planning of possible solutions to his problems.

D. To help the individual in making a start toward carrying out these plans.

E. To help the individual, when necessary, in the modification of his plans.

4. Exploration and Use of Training Opportunities

A. To secure, record, and disseminate information concerning available training opportunities at all levels for all educational and occupational fields.

5. Placement

A. To assist individuals in securing employment through established agencies or direct service of the school, or both.

B. To help individuals find part-time job opportunities.

6. Follow-up

A. To maintain contacts with all school leavers, graduates and drop-outs for a period of years for the purpose of rendering further aid and assistance.

B. To check individual achievements for the purpose of evaluating and improving the guidance program.

C. To furnish information as a basis for the evaluation, and possible revision or enlargement, of the educational program in the light of the school leavers' experiences.

Adaptation of the School Program to Satisfy the Objectives of Life Adjustment Education

If the school is to accomplish the goal of the life adjustment program, it must succeed in harmonizing the school curriculum with the life adjustment curriculum. The native drives and interests of the individual must be merged with the interests of society. Educators must realize that there is constant give and take, action and reaction between the individual and society.

The integration phase of life adjustment education deals with the harmonizing of the individual and society. This can be accomplished by setting up a core of common learnings which will include subjects vital to all youth, and tend to give the individual a proper perspective of himself and his relation to society. This core of common learnings will include the teaching of the following areas:

1. Education for the role of a family member, and all the implications this involves.
2. Training in consumer economics including buying, selling, investments, mathematics, and business practices.
3. Information about vocational opportunities, and the ways and means of earning a living.
4. Responsibilities and privileges of citizenship: living,

sharing, and working for the rights and the dignity of free men.

5. Recognition of the fact that creative, wholesome work is an essential to the American way of life and the safeguarding of American ideals.

6. Profitable use of leisure time. Teaching that creative interests in all avenues may lead to shorter working hours, higher standards of living, and better citizens.

The differentiation phase of life adjustment education deals with bringing out the best that lies within each individual. It can be accomplished by providing a large number of electives, so that in some field each individual may find a way of expressing himself to his satisfaction.

There is no pattern to offer for the amount and type of electives that should be provided. They will vary with the resources of the school, the vision of the administrator and teachers, and the type of community. The fact that no standards can be set up for the number and type of electives to be offered must not mean that this differentiation phase of the life adjustment program be slighted.

The first step for a school to take is to study the offerings of the school and the probable results of its offerings. This should include: 1. study of the effectiveness of the secondary program and evaluation of the curriculum; 2. study of guidance and counseling, the use of cumulative records, and the time given for counseling with individual students; 3. study of the provisions that are made to meet the needs of all individual members of the

classroom; that is, recognition given to individual differences; 4. study of participation in extra class activities; 5. study of promotions and failures, and their cause.

The second step is to start one of the studies the Commission on Life Adjustment Education is sponsoring, which include: 1. study of drop-outs, why they drop out and what they do; 2. study of graduates, where they are living and what they are doing; 3. study of work opportunities in the community and the world of work at large; 4. study of the hidden costs of education and their influence on the student; 5. study of what certain pilot schools are doing to meet the objectives of life adjustment education.

The third step is to determine the problems of youth in the community. This may be done by: 1. case studies of individuals; 2. questionnaires sent to parents, students, and lay men of the community; 3. study of cumulative records; 4. survey of literature and statistics, of other communities, relative to the problems of youth; 5. intelligent use of guidance and counseling facilities.

Finally the school should evaluate its offerings in the light of the studies they have undertaken. If this evaluation shows that their offerings are not meeting the needs of youth, the school should thoroughly investigate the life adjustment program: its philosophy, aim, and possibilities.

Before any school program can be effectively adapted to satisfy the objectives of the life adjustment program, teachers must be trained and orientated to the purposes and techniques of the plan.

Eligibility Requirements for Membership in the State Life Adjustment Program

In order to be a participating member in the life adjustment program for the State of Kansas, the school must do the following:

1. An application to participate in the life adjustment program should be made to Miss Ursula Henley, Executive Secretary, State Department of Public Instruction, Topeka, Kansas.

2. An area representative should visit the school and submit his report to the State Evaluative Committee for approval.

3. The school should give evidence of the following (36):

A. That a functioning guidance program is in operation.

B. That a philosophy of education in harmony with the life adjustment program has met with general acceptance.

C. That a need for a study or reorganization has risen.

D. That this need has been thoroughly discussed with laymen, board of education, and faculty members.

E. That time will be available for school staff members to carry through the project.

F. That facilities are available to bring about the change.

G. That sufficient funds will be available to make the project successful.

H. That staff members will attend workshops and conferences on life adjustment or professional phases of the program.

The life adjustment program has set up these eligibility requirements not because they desire to limit the number of participating schools. These requirements were set up in order to insure that member schools would be able and willing to carry

through on the life adjustment program. Schools starting the program without adequate resources in personnel, funds, and facilities are likely to create a bad impression of this program, and consequently turn public sentiment against it.

CONCLUSIONS

The life adjustment program is too new a movement to either applaud its success or bemoan its failure. All that so far has been demonstrated is the great need of our secondary school system for a revitalized educational program. There are certain conclusions that can be drawn relative to the successful initiation of this program into the secondary schools:

1. The first and most important use of guidance as a means of furthering life adjustment education lies in the teacher-training institutions. It is there, where selection and preparation of teachers for life adjustment education is made, that the success or failure of the entire program depends. The life adjustment program, more than ever before, demands teachers skilled in guidance, broad subject field, and possessing vision and personality. Research in the field of student growth and development is based on the premise that each teacher is familiar with the general patterns of physical, mental, and emotional maturation. There is great question that there are sufficiently skilled teachers and administrators to translate the theory of life adjustment education into practice.

2. Revitalize the secondary school curriculum to include the topics and experiences which will more adequately meet the needs of present day youth. This is necessary, but it alone is not enough. Most of the emphasis of the life adjustment movement is placed upon curriculum changes together with teacher-pupil

planning and active student participation. Research studies in the field of student growth also implies that each pupil must be studied as an individual in terms of the patterns of physical, mental, and emotional maturation, and that adaptations must be provided to realize the potentialities of all students in their growth and development as normal persons. Group guidance and a revitalized curriculum will still not reach all the youth, and this is the aim of life adjustment education. The school must give a direct, individual service to all students. Individual guidance should reach beyond those few that come forward with their problems, or for whom help is most evident. Every student should have individual counseling from a trained teacher, skilled in guidance practices, at regular intervals during the school year.

3. There must be caution in the initiation of the life adjustment program. This change in our secondary school program should be evolutionary, not revolutionary. This is the intention of the Kansas Commission for Life Adjustment Education as evidenced by the eligibility requirements for participating members. The movement should gain impetus slowly in order that it can be controlled and directed towards its goal. Too fast an acceleration can be dangerous as it does not give time for an evaluation of worth and progress, nor make for a true evolutionary change. The teachers, students, and the community must be convinced of its value as the program is extended.

4. Every school can do something toward making its curriculum more significant to youth, as indicated by the examples of

what some schools are doing; small schools as well as large schools can and are participating in the life adjustment program.

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APPENDIX A

Text of the Manhattan Senior High School's Philosophy of Education (21):

1. Purpose and Nature of School

The school in a democracy is an instrument of society. Its function is to assist in maintaining and improving such a society as will contribute to the enrichment of the lives of its individual members. The ideals and objectives of the school must be consistent with the ideals and objectives of the society which maintains it.

The school in its nature must resemble, as far as possible, the society in which it exists in its desirable features. In the United States the school must be a democratic institution in all its aspects--administration, evaluation of results, methods, and curriculum.

2. The School and the Individual

The school has a responsibility to provide educational experiences to all boys and girls who are admitted. Consequently, our educational program must be more functional, information and facts are not sufficient.

Since the school has a responsibility for the individual needs of individual students, the school must accept the child as he is, and assist him in making the maximum progress. This means that the school must be concerned not only with the mental development of the child, but his emotional, spiritual, and social adjustments.

The individual, while a separate personality, should always think of himself as a part of the total society, and therefore secondary to that of the group. The individual must be ready to perform those duties which society and its individual members have a right to expect of him, as well as demand the rights which society and its individual members owe him.

3. Significant Points of View

A. Fundamental Concepts:

1. The type of political organization most desirable for society is one in which determination of policies is entrusted to specially trained personnel chosen by general election.

2. The economic organization most desirable is one in which private enterprise is encouraged, but with restrictions assuring the conservation of natural resources and with provisions for the distribution of a considerable portion of the results of production in the interests of the workers and the general public.

3. The social organization most desirable is one in which all individuals have equal social status regardless of economic, cultural or intellectual qualifications and regardless of race or nationality.

4. In a democracy a school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions.

5. In a democracy free secondary education should be provided for all adolescents who are not mentally or physically defective to such an extent that they cannot be educated with normal children.

6. In a democracy, the financial support of secondary schools is primarily the responsibility of the local district with the state participating on an equalization basis.

7. Education is an enterprise involving many community agencies. As the chief institution developed by society for education, the school should welcome suggestions from and opportunities for cooperation with community agencies in the interests of a better educational program for the community.

8. Attendance at a secondary school should be required by law for all pupils from the time they leave elementary school until they complete a curriculum appropriate to their needs regardless of age.

B. Curriculum

1. The most desirable theory with respect to individual differences among pupils requires that the secondary school study each pupil to discover his particular traits and abilities as a basis for his own curriculum.

2. Pupils should have some part in determining the content and activities which constitute their school experience.

3. The offering of the secondary school should be organized in terms of conventional subject classifications with definitely planned correlation of subjects so as to

insure consideration of the total experience of each pupil.

4. The offerings of the secondary school should be planned chiefly with a view to provision for training in specialized vocations in addition to preparation for college.

5. The educational program of the secondary school should be concerned primarily with selected experiences which pupils find interesting, but whose major value is in adult life.

6. The responsibility of the secondary school for assisting in the development of well rounded pupil personality requires exploration of pupil revelation of social heritage and guided differentiation, all within a broad pattern of social integration.

C. Pupil Activity Program

1. In a well organized pupil activity program, pupils and sponsors should develop plans cooperatively.

2. In choosing leaders for the various pupil activities, the school should establish minimum qualifications for leadership, but pupils should be free to make selections.

3. The principal and teachers of a secondary school should encourage pupil activities to supplement the curriculum and make definite provision for sympathetic supervision to insure desirable outcomes.

D. Library Service

1. The secondary school library should be a place where trained personnel not only help pupils and teachers to find and use materials needed in their study, but also feel a responsibility for stimulating leisure and independent reading interests of pupils and teachers.

2. Library needs of secondary school pupils can be adequately met by a central general library in the school with a representative collection of materials for general high school use and classroom collections of text books.

E. Guidance

1. In carrying out the guidance function of the secondary school, it is desirable that the needs and characteristics of each pupil be discovered.

2. In relation to elementary and higher schools,

the secondary school should make definite provision for effective articulation. This should involve not only information about the school but cooperative efforts toward mutual understanding and toward elimination of conditions which make pupil adjustment difficult.

3. The secondary school should assume responsibility for assisting pupils in all phases of personal adjustment: the school's guidance function includes educational, vocational, social, recreational, and other phases.

F. Instruction

1. Within the classroom the teacher should treat such pupils as an individual and assist him in achieving the maximum development of which he is capable in the given field.

2. Learning is promoted most effectively by participating in activities which provide consciously for the emotionalized aspects of experience as well as for the intellectual and the motor aspects.

G. Outcomes

1. The pupil should be taught to recognize what is worth thinking about as how to think.

2. Participation in the program of a secondary school should result in development of generalizations, appreciations, attitudes, and ideals, in addition to the acquisition of knowledge, habits, and skills.

H. Staff

1. The final decision on the selection of teachers should be made by the responsible head of the school, after consultation with heads of departments concerned; the board of control should only officially confirm the election.

2. In selecting the staff of a secondary school the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed a comprehensive and coordinated program which included subject matter specialization as well as professional preparation.

I. Plant

1. The most desirable viewpoint concerning the school plant in its relation to its community is that the school plant and all its facilities should be available for community use whenever this does not interfere with school

activities.

2. The school plant should be used by the staff and pupils as an active agency to promote educational values and be looked upon as susceptible of some modification and adjustment to most school needs.

J. Administration

1. In the administration of a secondary school, the board of control should formulate policies after hearing recommendations made by the administrative head in cooperation with his staff, as well as pass upon policies formulated by the administrative head in cooperation with the staff.

2. The efficiency of the instructional processes of a secondary school is promoted best by a type of supervision in which programs and procedures are determined cooperatively; the supervisory head serves chiefly as an expert adviser and guide.

APPENDIX B

Outline of the general education program, grades nine and ten at the West High School, Denver, Colorado (16):

9B General Education Includes:

1. Orientation to the building, the personnel, and the rules.
2. School citizenship and the school organization.
3. How to get the most out of high school:
 - A. How to study
 - B. Library information and skills
 - C. Planning a four-year program
4. Vocational Orientation
5. Personality development
6. Contributory units (certain contributory units which are considered essential are shifted within half grades so that all pupils receive the instruction)
 - A. World geography
 - B. Graphic language
 - C. Mathematic fundamentals
 - D. Choral music

9A General Education Includes:

1. History and government of Denver and Colorado
2. Contributory units:
 - A. Mathematic fundamentals
 - B. Graphic language
 - C. Choral music
 - D. Science

10B General Education Includes:

1. Citizenship: school, city, state, nation, world
2. Contributions of past ages to modern civilization
3. Orientation (for pupils new to the school)
4. Library information and skill (if not studied in 9B)
5. Contributory units:
 - A. Personal health
 - B. Vocational analysis
 - C. Auto driving
 - D. World geography
 - E. Medieval cultures

10A General Education Includes:

1. The world of work
 - A. Surveying fields of work
 - B. Investigation of specific vocations
 - C. Basic economics
2. Replanning the high school program
3. Library information and skill (if not studied in 9B and 10B)
4. Wise use of leisure time
5. Contributory units same as for 10B.